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ABSTRACT

A study investigated to what extent, if any, the modularization and individualization of composition instruction benefited students with severe skill deficiencies. Gain in writing skills--as measured by pretest/posttest differences--was compared with regard to two groups of students: those taught by a traditional lecture-discussion method of instruction and those taught by an individualized-modularized method of instruction. A multivariate analysis of variance with 14 responses was performed (a response represents the difference between pretest and posttest performance on each variable). With respect to the responses tested, there were no significant differences between the two groups. This indicates that the mode of instruction--individualized as opposed to traditional--seems not to have significantly improved the performance of either group over the other when the amount of practice, the instructors, and the textual materials were controlled. However, topic selection on both the pretest and the posttest did significantly affect some of the evaluation criteria. Further, regardless of mode of instruction, students did show an overall gain in writing skills, and differences in word totals (length of essays) between pretest and posttest were affected by students' choice of topic. (HOD)

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A STUDY TO DETERMINE THE EFFICACY OF AN INDIVIDUALIZED-MODULARIZED WRITING COURSE[1]

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INTRODUCTION

Background of the Study

The research reported in this volume concerns a comparative study of two methods of teaching developmental writing to college freshmen. The study was conducted during Fall Quarter, 1977, at Bowling Green State University and involved six sections of students enrolled in English 110: Developmental Writing. Three of the sections were taught in a "traditional" manner which involved lecture and discussion; the other three sections were taught with an individualized modularized mode of instruction.

Prior to the study, a group of college-level remedial writers had been identified. Those students described as members of the college-level remedial (or developmental) writing population were seen to produce "small numbers of words with large numbers of errors (roughly 15 to 35 errors per 300 words)" (Shaughnessy, 1976); errors in syntax and mechanics/usage also were frequent. The number of students at Bowling Green State University whose writing has exhibited these qualities has grown steadily. In 1975, 4.7% of the freshmen pretested by means of a writing sample required extensive remediation. By 1976, the percentage had more than tripled: 17.7% of all freshmen pretested were producing writing with severe dysfunctions.

For some years, educators and researchers have been suggesting that individualized instruction would be particularly appropriate for students with severe skill deficiencies. Therefore, in the summer of 1977 a new course, English 110: Developmental Writing was designed to meet the needs

of those students whose writing exhibited severe mechanical and syntactical deficiencies, and a set of individualized/modularized materials based on Keller's Personalized System of Instruction was developed by two staff members of the General Studies Writing Program at Bowling Green State University. The materials presented information about sentence structure, mechanics/usage, and elementary exposition in small, easy-to-understand steps; each module or unit contained many short explanations followed by series of exercises. Objectives for each part of every module were clearly stated at the beginning of that section; a posttest and two forms of a Mastery Quiz concluded each module. These materials have subsequently been published in the form of a writing text, Sentences, Paragraphs, and Essays (Little, Brown and Company, 1979).

Purpose of the Investigation

Among the research on personalized instruction, there have been few studies that concern the teaching of writing--the majority of published work having been done in the sciences and social sciences. The purpose of this study has been to determine to what extent, if any, the modularization and individualization of composition instruction benefits students with severe skill deficiencies. Thus, gain in writing skill--as measured by pre/posttest differences--was compared with regard to two groups of students. One group consisted of three sections of English 110 taught by a traditional lecture-discussion method of instruction; the other group consisted of three sections of English 110 taught by an individualized-modularized method of instruction. The major questions to have been answered by this study follow:

Are there overall differences in group performance?

Did the students instructed by the individualized-modularized method perform better or worse with regard to particular aspects of writing--for example, sentence structure--than the students instructed by the traditional lecture-discussion method?

Was performance, with regard to particular writing skills (sentence structure, coherence, control of mechanics/usage), affected by the mode of instruction?

Did students' writing improve as a result of having taken English 110, regardless of the mode of instruction?

In addition, since many of the research studies that compare modularized instruction with the traditional lecture/discussion approach have been criticized because they fail to control for the amount of practice experienced by the student (can it be presumed that any mode of instruction which requires the student to do numerous exercises will produce superior results?), students in both groups were required to complete the same number of units. This study, then, also indirectly addressed the question of whether the findings of research studies are entirely valid when modes of instruction are compared but practice is not controlled for.

Related Work

There have been a number of studies of the effect of Personalized Instruction in science and social science courses at the college level, and many of these have been reprinted in Personalized System of Instruction: 41 Germinal Papers (Sherman, 1974). Typically, the results of studies in introductory psychology courses show that an approach which involves some variation of Keller's Personalized System of Instruction--self-paced instruction; use of proctors in grading, assistance, record keeping, etc.; specification of objectives; arrangement of course content into units of materials; unit tests that measure instructional objectives and that may be

retaken (Ryan, 1974)--produces "better learning." That is, students who take courses taught by the PSI method seem to perform better on final exams (McMichael and Corey, 1969 and 1971; Born and Herbert, 1971; Farmer, Lachter, Blaustein, and Cole, 1972; Born and Davis, 1974; Riedel, Harney, and LaFief, 1976; Badia, Stutts, and Harsh, 1978). Studies also show favorable results in other disciplines such as engineering (Hoberock, 1971; Austin and Gilbert, 1973) and chemistry (Michah Wei-Ming Leo, 1973).

The literature also abounds with much "how to" and "how we did it" information ranging from general pamphlets such as Developing Individualized Instructional Material (Johnson and Johnson, 1970) and PSI (Ryan, 1974) to descriptions of single courses, as in "Self-Paced Instruction for Library Science Students" (Knightly and Sayre, 1974). Most of these works are, again, addressed primarily to instructors of science and social science courses. Occasionally, one may discover a document which explains how to individualize a college level composition course, such as "Three Behavioral Approaches to the Teaching of College-Level Composition: Diagnostic Tests, Contracts, and Computer-Assisted Instruction" (Wittig, 1974), or The Remediation Conundrum: A Workshop/Tutorial Experiment in Developmental Writing (Shine, 1979), but such papers are rare. More often than not, articles in the professional journals which are written for instructors of writing express mixed feelings about individualized writing courses (Hess, 1975), and some speak disparagingly of this mode of instruction, seeing it as a "Closed System Composition" (Coe, 1975).

If there are few articles about behavioral approaches to the teaching of writing, there are fewer published research studies. Some work has been done to determine the effects of reinforcement contingencies on the length of grade school compositions and the number of new and different words used

in these compositions (Brigham, Graubard, and Stans, 1972; Van Houten, Morrison, Jarvis, and McDonals, 1974). Still, the majority of research which compares behavioral approaches resembling Personalized Instruction to the traditional lecture/discussion mode of instruction is found in published doctoral dissertations; however, all the studies are inconclusive because the results of the reports are largely contradictory. A number of the studies find no difference in the improvement of students' writing skill whether the mode is traditional or behavioral (Jenckins, 1952; March, 1975; Collins, 1975; Davis, 1975; Bryant, 1976; Farrell, 1977; Golding, 1978; Lunsford, 1978; Kemp, 1979; Swanson, 1979). Two studies conclude that programmed material and instruction is actually detrimental to students' writing performance (Stuaffer, 1976; Gurley, 1979), while a number of reports suggest positive results (Rice, 1973; McDonald, 1973; Sbaratta, 1975; Farmer, 1976; Loritsch, 1976; Schlattman, 1976).

Within the professional journals there are meager findings. A recent article in College English describes a study which compares "tutorial" freshman English with "classroom" freshman English. Features of the "tutorial" approach are modified self-pacing and individual student/teacher conferences in place of approximately half of the normally scheduled classes. Interestingly, the classroom group of "average" students ("average" determined by ACT scores) showed more improvement in writing skill than did the tutorial group; the "below average" and "above average" students (also determined by ACT scores) showed no difference in writing skill improvement whether they were in the tutorial or classroom group (Budz and Grabar, 1976). Another study (Sutton and Arnold, 1974) compared the effects of a traditional approach to an individualized approach (self-pacing, use of programmed materials, unit exams that could be retaken, use of "proctors") on the improvement of writing

skills of college freshmen. This report seems to suggest that the individualized approach was superior, but the study is flawed in several ways: the researchers complained that they lacked a "sensitive" instrument for evaluating the writing samples; the grading procedures for the two groups were different; the materials used by the two groups were different; the comparison criteria, students' grade point averages, could not be assumed to have differed because of the transfer of writing skills.

Another similar study was conducted during Spring Quarter, 1975, by Dr. Alice Heim Calderonello and Dr. John Newby, Director of the Developmental Education Program at Bowling Green State University; this pilot study, supported by a General Education Research Fund (GERF)* grant, sought to compare the performance and rate of growth of two groups of students taking English 112 (Varieties of Writing) at Bowling Green. One group of students was taught by the traditional lecture/discussion method, the other group of students by an individualized/modularized method. Because of enrollment and funding constraints, the groups were not matched; the students in the individualized writing classes were Special Services students, minority students from "disadvantaged" backgrounds, and their writing skills were significantly weaker than the writing skills of the majority students in the regular sections. A pre- and posttest, both writing samples, were compared after being evaluated by means of several empirical measures (frequency counts of selected mechanical and syntactical items; numbers of words per T-unit; scores on a holistic rating instrument). The writing of students who were taught by the individualized-modularized approach showed significant improvement, while the writing of the students taught by the lecture-discussion method did not show any measurable improvement (Newby and Heim, 1976).

*An internal program of the College of Arts and Sciences at BGSU.

METHOD: SAMPLE COLLECTION AND PREPARATION

Initial Preparation

Prior to beginning the project, students had been assigned to English 110 (Developmental Writing), English 111 (Introductory Writing), or English 112 (Varieties of Writing). Most of the students were assigned to these classes on the basis of a writing sample (Summer Pretest) that was evaluated by a group of specially trained graduate students in the Department of English who had taught at least one year in the General Studies Writing Program at Bowling Green State University and who were selected on the basis of their accuracy in evaluating essays of this type. Entering freshmen who scored 24 or above on their ACT tests were not required to take this pretest and were placed in English 112. English 112 is the writing course required by the University for graduation; students whose writing is not proficient enough to place them into English 112 must first pass English 111, or both English 110 and English 111 before taking English 112.

After students were pretested and assigned to sections of English 110, 111, or 112, six sections of English 110 were selected to be in the study. It was arranged that these sections would meet in either late morning or early afternoon during the Fall Quarter. The Project Director and two members of the English Department faculty were assigned to teach two sections each of Developmental Writing during Fall Quarter--a total of three instructors teaching the six sections of English 110 which were the object of the study. Each instructor taught an experimental and a control class.

Before classes began, the participating instructors, Project Director, and Associate Director met to discuss the nature of the experiment, class scheduling, a special pretest which would be administered, and procedures for teaching the Regular and the Individualized (control and experimental, respectively) classes (See Appendix A).

Design and Procedure

The study which was conducted during Fall Quarter, 1977, involved six classes of English 110, enrollment approximately 20 each, or 120 students. The three Individualized (experimental) sections used the Hart/Heim modularized materials and were taught using a variation of Keller's Personalized System of Instruction (PSI):

1. Instruction was self-paced.

2. Before the students could progress to the next instructional unit (Module), they were required to complete all the exercises in each unit and to pass the unit exam (Mastery Quiz) with a score of at least 70% on the Sentence Combining, Grammar and Usage, and Sentence Structure parts of the exam and with satisfactory scores on the Instructional Rubric Grid for the Expository Essay part of the Mastery Quiz (See Appendices B and C).

3. Students were required to complete a minimum of seven of the nine units (and unit exams) satisfactorily.

4. Critical information was disseminated through the materials; there were no lectures or class presentations.

5. There were two instructors, the regular instructor and a trained graduate assistant, who provided immediate feedback and reinforcement. [Hence, the instructor/student ratio was approximately 10 to 1.] Students' questions were answered in class as students were working on the Modules. Post Tests and Mastery Quizzes were evaluated during class unless a student finished as the class period ended and was unable to stay later to have the exam evaluated.

The regular (control) sections also used the Hart/Heim Modularized materials as a text, but these sections were taught by the "traditional" lecture/discussion method:

1. The instructor presented a section or several sections of a Module each day to the entire class. Module exercises were covered in class via oral and written drill; all exercises not covered in class were assigned as homework, then collected and the results recorded.

2. Students were required to complete all the exercises in each unit and to pass seven of the nine Mastery Quizzes. The class, however, progressed as a group through the text even when various members of the class did not pass the Mastery Quizzes; Mastery Quizzes could be retaken during the instructor's office hours.

3. Students were required to complete a minimum of seven of the nine units and Mastery Quizzes satisfactorily (with 70% Mastery).

4. Critical information was presented through class lectures based on the text.

5. There was <u>one</u> instructor, the regular classroom instructor, from whom students received feedback (grade and comments) on the Mastery Quizzes, on exercises that were done in class or on graded homework assignments. Hence, the instructor/student ratio was approximately 20 to 1. Although all exercises were assigned and collected and recorded, only occasional exercises were graded by the instructors.

Every student's performance was evaluated by comparing a special three-hour pretest (See Appendix D) with a three-hour posttest, the Proficiency Exam (See Appendix E). As part of their course, students were required to take the special pretest at night during the first week of class. They were encouraged to bring dictionaries and grammar handbooks since they later would be allowed to use these aids on the night of the Proficiency Exam. The instructions for and administration of the Proficiency Exam were identical to those of the pretest. To provide students with an incentive to do as well as possible on the pretest, they were told that the exams would be evaluated within a few days, and that if their writing warranted it, they would be placed in English 111 or English 112, the more "advanced" writing courses. Students needed no special incentive to perform as well as possible on the Proficiency Exam since all students in all composition courses had to pass this exam in order to move on to their next English class.

Instructor equivalency, class size, and amount of practice are procedural items that were controlled. Each of the three regular instructors taught both

an experimental and a traditional section of English 110. Each instructor had taught with the Hart/Heim modularized materials regularly since they became available for use in the classroom; each had experience teaching Developmental Writing and had received favorable student evaluations after teaching such classes. No class had fewer than 19 students or more than 21. The instructors also required all students in both the experimental and traditional sections to complete all the exercises in at least seven of the nine units. Students in the Individualized (experimental) sections had to pass a Mastery Quiz in order to progress to the next unit; however, students in the Regular classes (control) were also motivated to do well on the Mastery Quizzes because they had to pass seven of nine in order to be allowed to take the Proficiency Exam even though the class as a whole progressed through the units at a steady rate.

Certain variables were unavoidably randomized since it is impossible to control the learning and writing experience that students receive outside of their composition classes. Students therefore submitted a list of their other courses for the quarter, (although it is difficult to assess the amount of writing a student does for a particular course, and the extent to which this writing is evaluated).

In addition, although students were placed in these classes on the basis of the Summer Pretest (writing sample) and although they had been re-evaluated as to whether they should be placed in a different course after they took the special three-hour pretest, it is assumed that there were still variations in their writing skill and in their ability to respond to remediation. (In fact, three students did place into English 111 after the special pretests were evaluated, and they were dropped from the experiment.)

Following the actual implementation of the study of Fall Quarter, 1977, the writing samples, sentence combining, and grammar and usage parts of the

pre- and posttests were evaluated and compared during Winter and Spring Quarters, 1978.

Of the approximately 120 students who began the term in the six sections of English 110, the writing of 103 students was finally prepared on the Xerox 4000 photocopier for evaluation. Thus the evaluation procedures described below were used on 206 essays, one-half of which were written before the course began and one-half of which were written after ten weeks of instruction, either modularized or "traditional."

Preparation of Writing Samples

All pretests and posttests (proficiency exams) were composed in 8 and 1/2 by 7 inch bluebooks which were photocopied on a Xerox 4000 machine. The exams were carefully stored and secured so that no ageing or other physical differences between pre- and posttest could be discerned by the raters in the experiment. (Students in both experimental and control groups passed or failed English 110 on the basis of their proficiency exams.) Regular English Department readers had been instructed to evaluate the Proficiency Exam essays using English Department criteria but without marking on the essays themselves. As a consequence, in the early spring, 1978, the raters who were hired and trained to read the essays for this study were reading photocopies of essays which contained no editorial marks and no identification of the sex or age of the writer. The raters did not know which essays were pre- and posttests, since they had been told only that the essays were all written by students in the English 110 classes.

Training of Raters

The raters hired to evaluate the essays for the experiment were familiar with and had taught in the General Studies Writing Program, but they were not in any other way involved with or aware of the experiment. They were

selected with the advice of the project's Associate Director (Hart), the Coordinator of the G.S.W. Program. The raters were chosen for their perceived reliability and for their familiarity with the Instructional Rubric Grid, an analytical instrument (a type of holistic evaluation) which was used as one measure of student writing proficiency.

The raters were paid and were trained specifically for the experiment at a three-hour training session. At that session they were told that they would be evaluating essays using the Instructional Rubric Grid (Rubric) with which they were already familiar but with certain special constraints which were to be discussed during that training session. Among these constraints were that they were to read the essays without marking on them, that they were to decide, upon carefully reading each essay, not whether the student should pass the course, but rather where the essay stood on a scale from 1 to 7 in each of five subcategories on the Rubric: Awareness of Audience; Organization and Development; Mechanics, Standard English Usage, Manuscript Form; Sentence Structure; and Word Choice (See Appendix C). The raters were instructed not to talk to each other about the essays during the actual rating procedure or during mid-session breaks, and they were asked to get plenty of sleep on the nights before the Saturday mornings when they read the essays.

For the duration of the training session, essays in the photocopied form were evaluated by the trainees, and after each essay was evaluated, there was discussion about each essay and each score that had been assigned. The training session ended when the Project Director (Heim) and her associate (Hart) were satisfied that inter-rater reliability had been achieved.

METHOD: EVALUATION

The evaluation process involved two major steps: first, the pre- and posttests were evaluated with several different criteria; second, the criteria were analyzed for significant differences between the experimental and control groups, various multiple comparisons were performed as needed, and correlations between the evaluation criteria were obtained.

Pre- and Posttest Analysis

Both the pre- and posttests (Appendix D and E) consisted of three parts. Part one required students to combine groups of sentences into two different complete sentences; for example:

THE GIRL IS PRETTY.
THE GIRL IS FROM IDAHO.
THE GIRL LEFT THE PARTY.
THE GIRL WENT SHOPPING.

combined sentences:

THE PRETTY GIRL FROM IDAHO LEFT THE PARTY AND WENT SHOPPING.

or

THE PRETTY GIRL WHO WAS FROM IDAHO LEFT THE PARTY AFTER SHE WENT SHOPPING.

or

THE PRETTY GIRL FROM IDAHO WENT SHOPPING AFTER SHE LEFT THE PARTY.

etc.

Combined sentences were evaluated in the following way: the student received the maximum of three points for a combined sentence which incorporated all of

the given sentences, which conveyed its meaning clearly and which was structurally sound; the student received two points for a combined sentence which was awkward or contained a comma splice; and the student received one point if the meaning of the combined sentence was unclear or if it contained a major structural flaw (fragment, run-on, severely awkward).

Part two of the pre- and posttests required the students to use difficult and frequently misused grammar/usage items correctly in a sentence of their own. The student's sentences were scored in the following way: the student received four points if the given word was used appropriately in a structurally and mechanically sound sentence; the student received three points if the given word was used appropriately but the sentence contained one or two minor structural or mechanical problems; the student received two points if the given word was used appropriately in a sentence which contained major structural or mechanical errors, or if the given word was used incorrectly in a mechanically and structurally sound sentence; and the student received one point if the given word was used incorrectly in a mechanically and structurally flawed sentence. The numerical scores for parts one (possible 48 total points) and two (possible total 52 points) were added together for a total point score and these point scores for experimental and control groups were compared.

More rigorous criteria for the pre- and posttests were used to analyze the writing samples (part three of the pre- and posttest). Writing can be evaluated a number of different ways depending on the components of the writing that interest the experimenter. Since the students in both the experimental and control sections were "weak" writers, it was of interest not only to measure such qualities as organization and development, but also to measure the students' ability to control standard English usage,

to vary their sentence structure, to write syntactically complex sentences, to avoid errors in sentence structure, and so on. Thus, three measurement criteria were chosen: a holistic rating (using the Instructional Rubric Grid), frequency counts of errors involving selected mechanical and syntactic items expressed as total number of errors/100 words, and a measure that would evaluate syntactic complexity, the Syntactic Density Score (SDS).

The Holistic Rating

Holistic evaluation of writing can be defined a "guided procedure for sorting or ranking written pieces" (Cooper and Odell, 1977, p. 3). Generally, when a holistic method of evaluation is employed, some sort of scoring guide which describes features important to the particular writing being evaluated is used. This method has been found quite reliable in several studies (Cast, 1939 and 1940; Godshalk, Swineford, and Coffman, 1966), and reading reliabilities of approximately .70 can be obtained (Godshalk, Swineford, and Coffman, 1966, p. 40). The method involves several readings and evaluations of the same essay by a group of raters working independently.

There are various types of instruments which can be used to perform holistic evaluations of writing and the instrument (Rubric) chosen for the study is a combination of a dichotomous scale (Cohen, 1973) and and analytic scale which has been routinely used for evaluation of essays in the Bowling Green State University G.S.W. Program. The "rubric" is dichotomous because it consists of a series of statements which can be answered with a yes or no; it is analytic because a score of 1-7 must be assigned to each of the five subcategories (See Appendix C). No conventional reliability data are reported for the dicotomous scale (Cooper and Odell, 1977), while reading reliabilities of approximately .70 are routinely reported with the use of an analytical instrument when raters are trained (Godshalk, Swineford, and

Coffman, 1966).

Reliability of Ratings

Inter-rater reliability across the six raters was based on four control tests. Four essays which were not used in the study (either because the sample was a pretest and the student who wrote it dropped the class and never wrote a posttest, or because the sample was a posttest written by a student who did not write a precest) were presented to each of the six raters as part of their regular allotment of themes at all rating sessions (one sample in the first session; two in the second; one in the third). The raters did not know that the four samples were being scored by each of them; hence it can be assumed that they evaluated the control tests in the same manner that they evaluated the essays in the study.

Using the scores of these four tests, the Pearson's correlation coefficient was obtained for each pair of raters and is displayed in Table One. The reliability of the raters, as measured by the average of these 15 correlations, was .5545. This low score seems to be due to the low correlations between reader 5 and readers 1, 3, 4, and 6.

Table One

READER	1	2	3	4	5	6
1	1	.6164	.7256	.6334	.1929	.7817
2		1	.7105	.5339	.5494	.6177
3			1	.6487	.1809	.7197
4				1	.2058	.7809
5					1	.4203
6						1

Correlations between readers, using scores from those pre- and posttests that the two readers both scored, were also obtained. These are displayed in Table Two. The reliability of the raters as measured by the average of these nine correlations was .6674.

Table Two

READER	1	2	3	4	5	6
1			.6862	.6607	.7249	
2			.6590	.6488	.6242	
3						.6163
4						.6476
5						.7395
6						

Note that these correlations do not display the tendency of reader five to have low correlations with other readers.

It can also be noted that when rater scores for individual categories of the Rubric (Rubric 1-5) were examined, lowest correlations occur with Rubric 2 (Organization and Development) and with Rubric 5 (Word Choice) while highest correlations occur with Rubric 3 (Mechanics-Usage) and with Rubric 4 (Sentence Structure).

	Average Correlation
Rubric 1	.3512
Rubric 2	.0869
Rubric 3	.691
Rubric 4	.8071
Rubric 5	.1681

It may be that the high correlations obtained by raters in categories Rubric 3 and Rubric 4 are due to the fact that these two categories are the most quantifiable: number of mechanics/usage errors; number of sentence structure dysfunctions. The low correlations for the other categories are probably due, in part, to the necessity for making subjective judgements as to whether, for example, an essay is adequately developed (e.g., Are there sufficient illustrative examples? Is the explanation adequate?).

Frequency Count

Frequency counts have long been an important type of evaluation instrument. They are especially useful for researchers because they seem to objectify the evaluation of writing. Since one of the problems with

the frequency count is classifying the "errors," an experimenter must clearly specify the features that are counted. Most experimenters choose to employ some sort of grid or checklist on which specified items such as "subject-verb agreement" or "plural -s deletion" are recorded. Each time an evaluator finds a particular item, it is marked on the grid. This sort of procedure provides information about the number and the type of features or errors found in the writing samples. Data gathered in a frequency count is usually expressed as total number of items of a particular type per hundred or thousand words (Braddock, et al., 1963, p. 20) although this is not the only means of expressing the data. Other researchers have employed other means such as the total number of errors involving a particular item divided by the total number of sentences in a writing sample. Thus, a score of 100% for a given item means an error involving that item appeared in every sentence (Kirschner and Poteet, 1973). The frequency counts used in this study are expressed as the number of selected grammar-usage and syntactic errors/100 words.

To develop a frequency count tally sheet for this experiment, a trained graduate assistant was hired to examine 30 randomly selected pretests which had been evaluated as English 110-level and 30 posttests written that Fall Quarter as the normal English 110 Proficiency Exam. The assistant made a tally of every sort of mechanical and syntactic error that appeared in the essays. Upon completion of this count, the Project Director examined the tally sheets and designed a frequency count tally sheet which expressed those mechanical and syntactic items which occurred most frequently and which could be described precisely (See Appendices F and G). On the tally sheet each item was used in a sentence or example so that possible confusion about whether to count a particular item could be avoided. Thus, under "verb--incorrect inflection added" a reader could find the examples: "I works.

I could worked. They liked to worked." And under "fragment--appositive modified by relative clause or reduced realtive clause" a rater could find: "I bought a new dress. A dress I could wear to the prom./I bought a new dress. A dress from Macy's."

A graduate assistant was then hired to read each essay in the study and methodically record each occurrence of each item on the frequency count list. The essays were reread and rescored in this manner and the tallies were double checked. This measure was expressed in two figures: a total number of selected mechanical/usage errors and a total number of selected syntactic errors were recorded for each writing sample; these values were then converted to errors per one-hundred words.

Syntactic Density

The third measure, the Syntactic Density Score (SDS), was provided by computer analysis of the writing samples. Sentence length has been shown to be inadequate as a measure of a writer's sophistication, especially in adult writing. The T-Unit, defined as a main clause and any structure attached to it (Hunt, 1965), although "the most useful and useable index of syntactic development over a wide age range" (O'Donnell, 1976), may not be as useful as mean subordinate clause length for measuring gains in syntactic fluency in college-level writing over a short period of time. Hence, a syntactic evaluation providing twelve measures, including mean T-Unit length and mean subordinate clause length, was chosen. The test is available on a computer program developed by Lester S. Golub and Carol L. Kidder. Using this program required two very time-consuming steps. First, the texts had to be specially prepared so the computer could "read" them. Punctuation had to be standardized and certain words, if misspelled, had to be corrected. Further, since the normal rules of English allow that relative pronouns often can be deleted,

it was necessary that all deleted relative pronouns be restored to the texts so the computer could identify these kinds of subordinate clauses. The next step required that the complete, modified texts of these 206 essays be key punched. An experienced key puncher was hired to do this work, and a second student who was familiar with the S.D.S. program was hired to proofread and correct any errors on the cards. The program provided twelve measures with regard to the writing samples: total number of words per sample, total number of T-Units, words per T-Unit, subordinate clauses per T-Unit, mean clause word length, mean subordinate clause word length, number of modals, number of be and have forms used as auxiliaries, number of prepositional phrases, number of adverbs of time, and finally, the number of gerunds, participles, and absolutes. All measures with the exception of number of modals, number of be and have forms, and mean clause word length were included, either directly or indirectly, in the statistical analysis.

RESULTS

Introduction

The major purpose of the study was to determine whether those students in the writing classes taught with the individualized-modularized approach showed more gain in writing skill than those students who were enrolled in classes taught by the traditional lecture-discussion method. A multivariate analysis of variance with 14 responses was performed; a response represents the difference between pre- and posttest performance with respect to each of 14 variables: word total; Rubric 1[1]; Rubric 2; Rubric 3; Rubric 4; Rubric 5; mechanics-usage frequency count errors/100 words; syntactic frequency count errors/100 words; objective test score[2]; words/T-Unit; mean subordinate clause length; prepositional phrases/100 words; adverbs of time/100 words; gerunds, participles and absolutes/100 words. The last five of the fourteen variables represent variables selected from Syntactic Density Score data.

Overall Group Effect

With respect to the 14 responses tested, there were no significant differences between the experimental (individualized-modularized) and the control (traditional lecture-discussion) groups. The multivariate analysis of variance resulted in an F-ratio of 1.51 with 14 and 79 degrees of freedom, which is not significant at the .05 level of significance. The overall test

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[1]Rubrics 1-5 represent scores in the five subcategories of the rubric. See p. 17 and Appendix C.

[2]The objective test score is the combined scores of the first and second parts of the pre- and posttests. See pp. 13-14 and Appendices D and E.

of difference shows that neither group evidenced more gain than the other. The mode of instruction--individualized vs. traditional--seems not to have significantly improved the performance of either group over the other when the amount of practice, the instructors, and the textual materials were controlled.

Topic Effects

The students' choice of the Narrative or Descriptive topic on the pre- or posttest (see Appendices D and E) did influence their writing performance. Six topic effects on the difference between pre- and posttest scores were tested: effect of pretest topic choice; effect of posttest topic choice; interaction between Group (experimental or control) and topic chosen on pretest; interaction between Group and topic chosen on posttest; interaction between choice of topic on pretest and choice of topic on posttest; interaction between Group and choice of pretest and choice of topic on posttest.

Overall Pretest Topic Effect

The first test was to determine whether the topic (Narrative or Descriptive) chosen on the pretest affected the difference between pre- and posttest scores significantly. It was found that students' choice of topic on the pretest did significantly affect the difference between their performance on the pre- and posttest. The F-ratio was 3.92 with 14 and 79 degrees of freedom, which is significant even at the .0001 level of significance. Therefore, the topic choice on the pretest was highly significant.

Since the overall difference between pre- and posttest performance was significantly affected by the choice of topic on the pretest, it was necessary to determine which of the 14 variables (word total, word/T-Unit, etc.) were responsible for this effect. Only those criterion that were significant at

the .01 level are discussed below since the 14 criteria involved a multitude of analyses and, therefore, more opportunity for error; criteria which were not significant at the .01 level but were significant at the .05 level are not included. It was found that three of the fourteen variables were responsible for the significant group effect: differences on pre- and posttests between word totals, number of adverbs of time/100 words, and number of gerunds, participles, and absolutes/100 words. (See Tables 1, 11, 12 in Appendix H.) That is, whether students chose the Narrative or the Descriptive topic on the pretest had a significant effect on the difference between their performance on the pre- and posttest essays with respect to the length of the essay (word total), the number of adverbs of time used, and the number of gerunds, participles and absolutes used.

Overall Posttest Topic Effect

The second topic effect tested was a determination of whether the topic chosen on the posttest affected the differences between pre- and posttest scores significantly. Again, whether the students chose the Narrative or the Descriptive topic on the posttest did significantly affect the difference between pre- and posttest scores; the F-ratio was 4.75 with 14 and 79 degrees of freedom. The significance level was less than .0001. Thus, the posttest topic choice had a highly significant effect on differences between pre- and posttests. In this instance, it was found that four of the fourteen variables were responsible for the effect: differences on pre- and posttest between words/T-Unit, mean subordinate clause length, number of adverbs of time/100 words, and number of gerunds, participles and absolutes/100 words. (See Tables 2, 9, 11, 12 in Appendix H.) Performance on pre- and posttest as measured by these four criteria was significantly affected by the students' choice of topic (Narrative or Descriptive) on the posttest.

Overall Interactions

The interactions tested were the following: interaction between Group and topic chosen on pretest (Group x Pretest Topic); interaction between Group and topic chosen on posttest (Group x Posttest Topic); interaction between choice of topic on pretest and choice of topic on posttest (Pretest Topic x Posttest Topic); and interaction between Group and choice of topic on pretest and choice of posttest topic (Group x Pretest Topic x Posttest Topic). The F-ratios for the four interactions are .80, .87, 1.57 and 1.12, respectively with 14 and 79 degrees of freedom. None of these is significant at the .05 level of significance. With regard to the first two interactions, the students' choice of topic on either the pretest or the posttest affected members of the experimental group in the same way that it affected members of the control group. The nonsignificant interaction between choice of topic on pretest and choice of topic on posttest indicates that the overall effect of pretest topic choice on differences between pre- and posttest scores is the same regardless of posttest topic choice.

Finally, the lack of significance for the triple interaction indicates that the interaction between pretest choice and posttest choice is the same for the experimental group as it is for the control group.

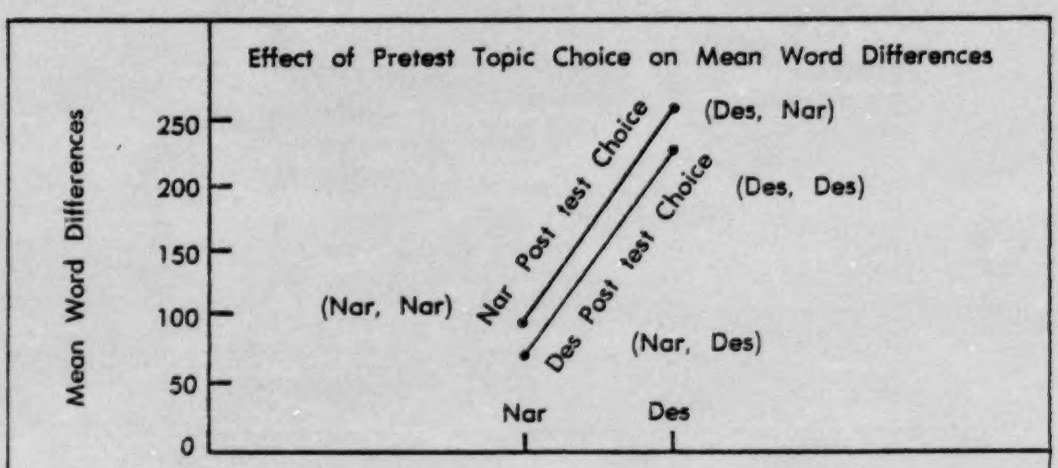
Nature of Topic Effect on Individual Variables

We will now examine the effect of topic choice on the five variables (of fourteen tested) which produced significant differences in pre- and posttest scores. Three of the five variables were affected only by either pretest topic choice or posttest topic choice: difference in word totals (length of essays) between pre- and posttests was affected by students' choice of a pretest topic; difference in number of words/T-Unit and mean

subordinate clause length between pre- and posttests was affected by students' choice of a posttest topic. However, differences between the numbers of adverbs of time/100 words and the numbers of gerunds, participles, and absolutes/100 words found on pre- and posttests were affected by both students' choice of a pretest topic and students' choice of a posttest topic.

Word Differences

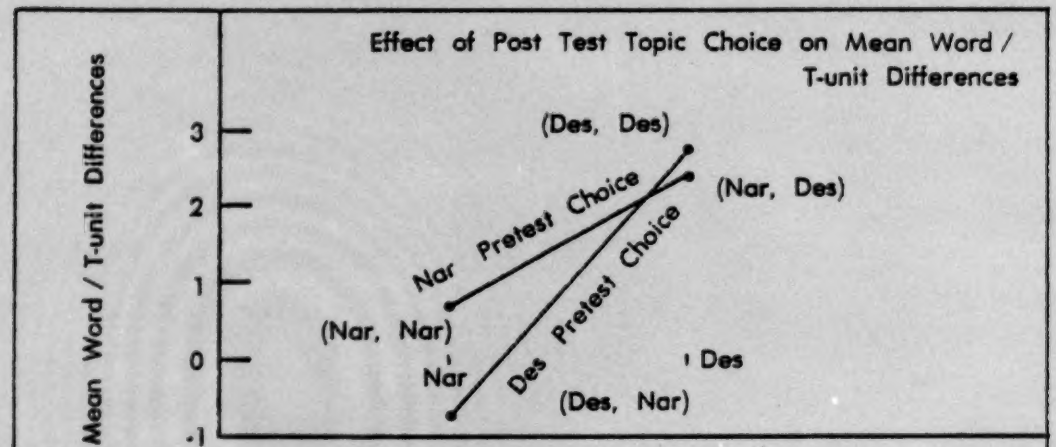
Word difference can be defined as the number of words in the posttest essay minus the number of words in the pretest essay. The choice of topic on the pretest had a significant effect on word difference. Those students who chose the Descriptive topic on the pretest had a greater increase in the number of words written on the posttest than those students who chose the Narrative topic on the pretest regardless of whether they were in the experimental or control group and regardless of whether they chose the Narrative or the Descriptive topic on the posttest:



Pretest Topic Choice	Post test Topic Choice	Mean Word Difference
Narrative	Narrative	95.283
Narrative	Descriptive	76.133
Descriptive	Narrative	254.083
Descriptive	Descriptive	222.22

Words/T-Unit

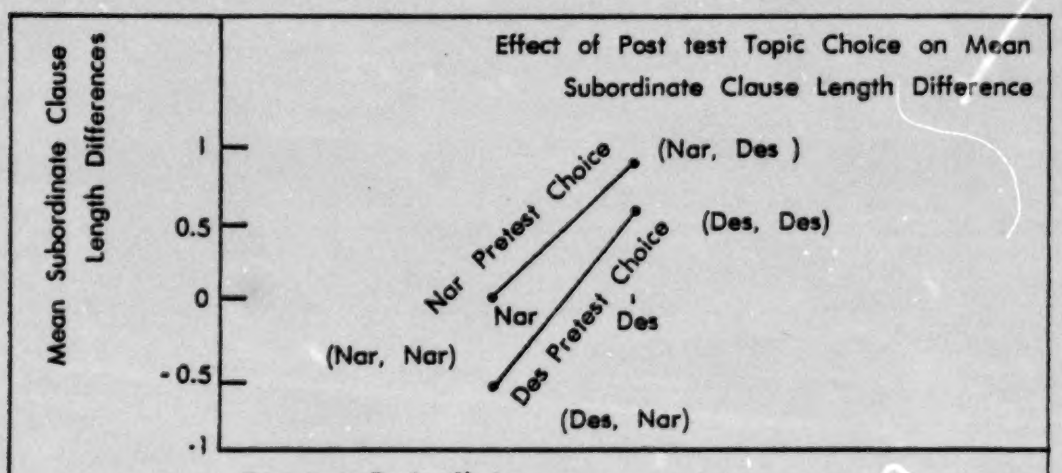
The number of words/T-Unit in a given writing sample is attained by dividing the number of words in the writing sample by the number of T-Units in that writing sample. Words/T-Unit difference is defined as the Words/T-Unit on the posttest minus the number of Words/T-Unit on the pretest. Students' choice of topic on the posttest had a significant effect on Words/T-Unit differences. Those students who chose the Descriptive topic on the posttest showed a greater increase in the number of words per T-Unit than those students who chose the Narrative topic on the posttest, regardless of whether they were in the experimental or control group, and regardless of whether they chose the Narrative or Descriptive topic on the pretest.



Pretest Topic Choice	Post Test Topic Choice	Mean Words/ T-unit Difference
Narrative	Narrative	.7297
Descriptive	Narrative	-.74
Narrative	Descriptive	2.35
Descriptive	Descriptive	2.47

Mean Subordinate Clause Length

Mean subordinate (or dependent) clause length is calculated by dividing the total number of words in a sample by the total number of subordinate clauses. Mean subordinate clause length difference (mean subordinate clause length on posttest minus mean subordinate clause length on pretest) was affected significantly by students' choice of posttest topic. Students who chose the Descriptive topic on the posttest showed a greater increase in mean clause length than those students who chose the Narrative topic on the posttest, regardless of whether they were in the experimental or control group and regardless of whether they chose the Narrative or Descriptive topic on the pretest.



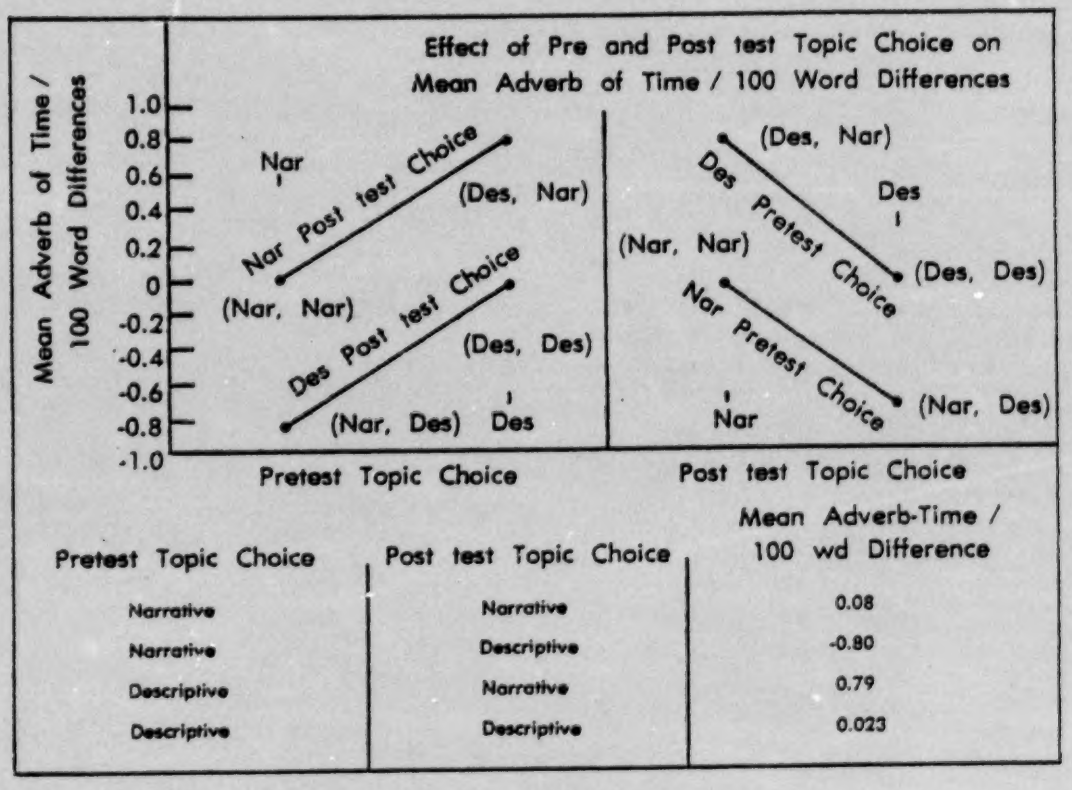
Pretest Topic Choice	Post test Topic Choice	Mean Subordinate Clause Length Difference
Narrative	Narrative	-.0373
Descriptive	Narrative	-.767
Narrative	Descriptive	.948
Descriptive	Descriptive	.416

Notice that results regarding subordinate clause length are similar to those regarding T-Unit length. This is to be expected since T-Unit length and subordinate clause length are found to correlate highly (Hunt, 1965).

Adverbs of Time/100 Words

The numbers of adverbs of time written on either the pre- or posttest were converted to ratios so that group comparisons could be made. Raw scores (actual numbers of adverbs of time found in pre- or posttest essays) could not be used since students did not write essays of the same length and since complete pre- or posttest essays, rather than portions of equal length, were used in the study. Therefore, the total number of adverbs of time in each writing sample was divided by one hundred: adverbs of time/100 words. Adverb of time difference is equal to adverbs of time/100 words on the posttest minus adverbs of time/100 words on the pretest. Adverbs of time/100 words was one of the criteria which was affected not only by choice of topic on the pretest but which was also affected by choice of topic on the posttest. Those students who chose the Descriptive topic on the pretest showed more gain in adverb of time use (from pre- to posttest) than those who chose the Narrative topic on the pretest, regardless of Group membership. Further, the writing of students who chose the Narrative topic on the posttest evidenced higher adverbs of time/100 word use (from pre- to posttest). One possible explanation for this phenomenon could be that a narration of a past experience requires, automatically, use of adverbials of time: "After we finished washing the car, we . . . ." Thus, students who wrote a Descriptive pretest and a Narrative posttest might have used more adverbs of time regardless of whether or not they generally showed an increase in adverb of time use after ten weeks of instruction; conversely, those students who wrote a Narrative essay on the

pretest and a Descriptive essay on the posttest might have used fewer adverbs of time regardless of whether or not they generally showed an increase in adverb of time use after ten weeks of instruction.

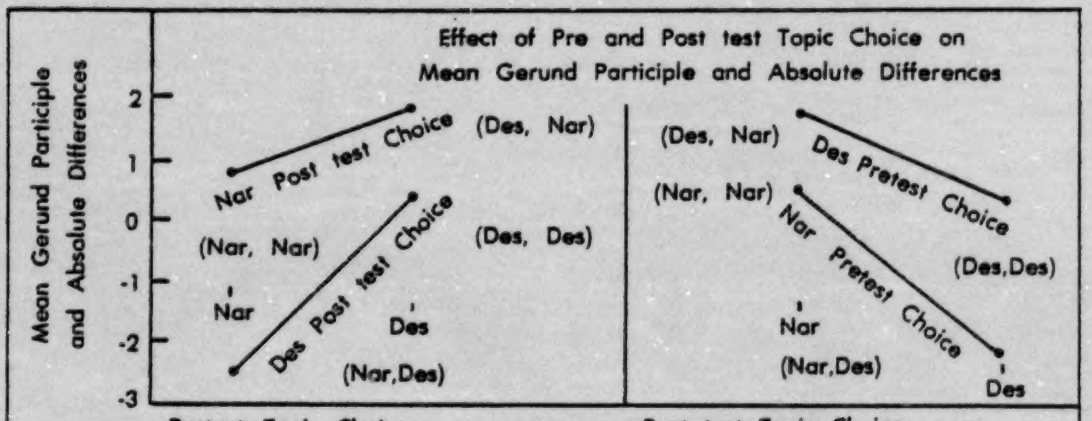


Pretest Topic Choice	Post test Topic Choice	Mean Adverb-Time / 100 wd Difference
Narrative	Narrative	0.08
Narrative	Descriptive	-0.80
Descriptive	Narrative	0.79
Descriptive	Descriptive	0.023

Gerunds, Participles, and Absolutes/100 Words

For the same reasons discussed with regard to adverbs of time, the number of gerunds, participles, and absolutes in a pre- or posttest was converted to number per 100 words. The difference between pre- and posttest was calculated by subtracting gerunds etc./100 words on the pretest from gerunds etc./100 words on the posttest. Gerund, participle, and absolute use was affected by topic choice on both the pre- and posttest. Those students who chose the Descriptive topic on the pretest showed more gain in the use of these structures

from pre- to posttest than did those students who chose the Narrative topic on the pretest; in addition, the difference in gain from pre- to posttest was greater with respect to the criteria for a student who chose a Descriptive posttest topic rather than a Narrative posttest topic. Those students who chose the Narrative topic on the posttest showed more gain in the use of these structures than did those students who chose the Descriptive topic on the posttest; and the differences in the gain from pre- to posttest were greater for the students who chose a Narrative pretest rather than a Descriptive pretest topic. Such differences occurred regardless of Group membership.



Pretest Topic Choice	Post test Topic Choice	Mean Gerund, Par, Ab/ 100 wds Difference
Narrative	Narrative	0.796
Narrative	Descriptive	-2.53
Descriptive	Narrative	1.66
Descriptive	Descriptive	.739

Overall Improvement

It is now of interest to discuss the differences between the fourteen variables with regard to pre- posttest performance in order to answer the question: Did students--regardless of whether they were in Control or Experimental sections of English 110--evidence an overall gain in writing skill as a result of taking English 110 for 10 weeks.

With regard to the nine variables for which there was no topic effect, T-tests were performed to determine if there were pre / posttest differences. Table A_1 (Appendix I) gives the means, standard deviations and T-values for the pre / posttest differences of the nine variables. Table A_1 shows that pre / posttest differences for all variables except differences between number of prepositions/100 words are significant. Positive differences (gains in skill) were shown for Rubric one through five and objective scores; negative differences (also gains in skill) were shown for mechanics/usage errors and sentence structure errors. That is, all students performed better on the posttest than on the pretest as measured by all five categories of the rubric and as measured by objective test scores. In addition, all students wrote fewer errors in mechanics/usage and sentence structure on the posttest than they did on the pretest.

Now let us examine the other five variables: since the choice of the pretest topic affected pre / posttest differences with regard to essay length (word difference), T-tests were performed for both pretest topic choices. Table A_2 (Appendix I) gives the means, standard deviations and T-values for the pre / posttest differences for the variable and shows that both differences were significant.

The choice of the posttest topic affected pre / posttest differences with regard to words/T-Unit and mean subordinate clause length. Table A_3 (Appendix I) gives the means, standard deviations and T-values for pre / posttest differences.

When the topic choice on the posttest was Narrative, differences were not significant for either variable. When the topic choice was Descriptive, there were significant differences.

For the variables, adverbs of time/100 words and gerunds, participles and absolutes/100 words, pre / posttest differences were affected by both pre- and posttest topic choice. Table A_4 (Appendix I) gives means, standard deviations and T-values for pre / posttest differences. When students chose the same topic on both the pre- and posttest, there was no difference in pre- and posttest as measured by performance from criteria. However, when students chose different topics on both the pre- and posttests, whether or not there was a gain from pre- and posttest depended on the nature of topic choice. Those students who chose the Descriptive topic on the pretest/ Narrative topic on the posttest showed gain, while those students who chose the Narrative topic on pretest/Descriptive topic on the posttest showed a decrease with respect to both criteria.

Summary

To summarize the results of the study, although Group membership (Individualized or Traditional) was not of significance, topic selection on both the pre- and posttest did significantly affect some of the evaluation criteria. Such topic interferences were satisfactorily accounted for in the maltivariate analysis; hence it can be safely concluded that the absence of group effect is valid: students in the Traditional lecture-discussion sections of English 110 performed as well as students in the Individualized-Modularized sections of English 110 as evidenced by comparing their performances on identical pre- and posttests.

Of secondary importance was whether instruction in English 110 produced writing improvement. Of the nine variables not affected by topic choice, eight indicated significant gain differences between pre /posttest performance.

CONCLUSION AND DISCUSSION

Major Findings

1. Comparisons of writing improvement evidenced by students in English 110 taught by the traditional lecture-discussion method with writing improvement evidenced by students in English 110 taught by an individualized-modularized method resulted in differences between groups that were not statistically significant.

A multivariate analysis of variance with fourteen responses showed no overall group effect. Therefore, students in sections taught by a traditional mode of instruction improved their writing skills as much as students enrolled in individualized-modularized sections of English 110 in spite of the presence of an additional trained, professional teacher/tutor in those sections.

2. A comparison of performance on the pretest with performance on the posttest for all students, regardless of group membership, indicates that students show an overall gain in writing skill as a result of taking English 110. Of the fourteen variables which were used to measure gain in writing skill, nine were not affected by students' choice of topic; eight of these indicated significant gain in differences between pre- and posttest performance.

3. Choice of topic on both the pre- and posttest significantly affected pre/posttest differences regardless of Group (Traditional or Individualized) membership.

Differences in word totals (length of essays) between pre- and posttests were affected by students' choice of a pretest topic. Differences in number of words/T-unit (mean T-unit length) and in mean subordinate clause length between pre- and posttests were affected by students' choice of a posttest topic. Differences in the numbers of adverbs of time/100 words and the numbers of gerunds, participles, and absolutes/100 words between pre- and posttests were affected by students' choice of topic on the pretest and on the posttest.

Discussion

Although neither group, Individualized/Modularized or Traditional, evidenced significant gain in writing improvement over the other, it cannot be concluded that all students learn equally well when instructed with either method. Since writing sections for both groups were filled randomly, it can be assumed that all six sections were heterogenous; that is, each of the groups should have contained a random mixture of freshmen from various localities and with varied racial, ethnic, and religious backgrounds. If some students did learn better by one method rather than the other, the distribution throughout the six sections must have been uniform enough to produce no significant group effects.

The studies which conclude that PSI or some mode of individualized instruction is more effective for the basic or remedial student raise rather interesting questions. Of course, in some cases obvious flaws in design--where textual materials or instructors are not held constant, for example--weaken such conclusions. In other instances, however, it is useful to question the manner in which the basic student was defined. Does the basic writer, for example, share similar characteristics with other "basic" students? Do certain identifiable groups of students--students who are members of racial and/or ethnic minorities, for example--share learning preferences or respond better to certain methods of instruction when compared with other groups of students. Studies which compare an individualized mode of instruction with another mode of instruction and which involve homogenous groups of basic writers (the majority in the group are urban and Black, for example) may indicate something about the efficacy of individualized instruction for that group of basic writers, rather

than for basic writers, in general. In any event, if some students find one mode of instruction preferable to another, some form of learning preference testing must be instituted so that those students who learn better with a particular mode can be assigned to sections being taught with that mode. Certainly, in the case of this study, the added expense of an additional teacher/tutuor for students in the individualized classes was not justified since, overall, the students in those sections did not show more gain in writing skill than the students who did not benefit from the additional instructor.

Probably the most significant aspect of the design of this study which could account for results which seemingly differ from those of other studies that found individualized/modularized instruction to be superior to other modes is that practice was controlled for. The significance of the effect of practice, especially in the context of writing instruction (writing is a skill rather than a subject matter), cannot be underestimated. It is interesting to speculate whether any method of writing instruction which involves copious practice and some form of monitoring will be effective.

Finally, it is necessary to remark upon another aspect of the design of the study: topic selection on pre- and posttest. It has been known for some time that it is important to control for topic selection. Braddock, Lloyd-Jones, and Schoer (1963) report of a 1958 study in which topic selection produced "significant variations in the writing performance of eleven-year-olds" (Braddock, p. 7). Subsequent studies have also documented that topic and mode of discourse (narrative or descriptive, for example) can influence writing performance. However, in order for students involved in this study to have the same pretest/posttest experience as all other freshmen enrolled in English 110, a selection of topics similar to those used for other 110 students had to be presented. Furthermore, it would have been extremely difficult, if not impossible, to require all students involved in the study to write two pretests and two

posttests (one for each topic) since the additional testing required for the study already decreased the ten weeks of instruction time. Certainly the topic effects caused difficulties and necessitated additional statistical analyses so that group effects, if any, could be determined. But the information gained about the effect of topic, and, perhaps, mode of discourse (Narrative versus Descriptive) upon such variables as essay length, mean subordinate clause length and number of adverbs of time, is interesting and will, undoubtedly, be a useful addition to other such data.

Implications for Further Research

The results of this study seem to indicate that, overall, a traditional method of instruction is as effective in helping basic students to improve their writing as a modified form of Keller's Personalized System of Instruction, an individualized/modularized approach, but it can by no means be concluded that each student benefits equally from either approach. It is hoped that some researchers will devise a reliable means of determining individual learning preferences so that gain in writing performance of students taught by a method to which they are suited can be compared to gain in writing of students who are randomly assigned to particular writing classes. What also might be of interest to further researchers is the relative importance of variables in writing instruction which were held constant in this study: how important is the quality of the textual materials? the type (format, method of presentation, content) of textual materials? the quality of instruction? the amount of practice? (Clearly some of these matters have been the subjects of research; an integral component of the numerous sentence combining studies has been sentence combining practice.)

The body of literature devoted to the effect of topic and of mode of discourse on writing continues to grow, and such work has interesting implications for basic writing instruction. Do some basic writers respond to one mode of discourse (narration, for example) more favorably than another; should they, then, be taught to write in that mode of discourse--and no other--in a basic writing course? Will their gain in writing skills increase as a result? If basic writers were given the choice of topics that reflected two basic types of discourse for the duration of a course, would they choose only those topics that reflected one type of discourse? If allowed this choice, how would it

affect their gain in writing skills? Does topic and mode of discourse selection always affect writing performance similarly or does topic effect vary according to the proficiency of the group of writers; is the writing of basic writers affected more or less by these factors? Finally, if more information can be gained as to whether certain topics and certain modes of discourse require an increased use of particular syntactic structures (gerunds, participles and absolutes), should basic writers be given writing assignments which will encourage them to produce these structures?

Because college level remedial writers form a large and stable group, they deserve the attention of researchers. But the information gained from such studies will aid in the development and dissemination of materials and methodology for the improvement of the writing skills of all students.

APPENDIX A

To: Alton Dodson, Anita Fletcher, Alice Heim, Wally Pretzer

From: Kathy

Re: Fall experiment

1. We need to have a meeting prior to beginning the experiment. Would 10:00 AM, Thursday, September 15, be O.K.? If not, please let me know as soon as possible. Anita will not be there.

2. Scheduling

Dodson	10:30 - 12:30 MW	PSI
	10:30 - 12:30 TR	Regular
Heim	12:30 - 2:30 MW	PSI
	12:30 - 2:30 TR	Regular
Pretzer	12:30 - 2:30 MW	Regular
	12:30 - 2:30 TR	PSI

Anita will attend the PSI classes only. Her role will be that of co-teacher. She will check modules, explain concepts to individual students, evaluate writing, etc. This means that in the PSI classes the student/teacher ratio will be 10/1.

3. Anita

In addition to the 12 hours/week that Anita will spend in the PSI classes, she will also be expected to provide each of you with 5 hours/week of help. This help may consist of checking modules, evaluating writing only. She may do this work at home on her own time. Please see that you give her no more than 5 hours worth of work each week.

4. Weekly meetings

Beginning the week of 9/26 we will need to have weekly meetings to make sure that the experiment is running smoothly. Would 3:30 Monday or Tuesday be O.K.? Please let me know which.

5. The experiment

A. Pretest--All of your students take a 3 hr. pretest on Wednesday, Sept. 21, 7:30 - 10:30 PM or Thursday, Sept. 22, 7:30 - 10:30 PM. This will be an identical test to the proficiency test; i.e., sentence combining, usage exercise, expository essay. The incentive for students here is to place out of 110 and possibly even out of 111. All of us, including Anita, will read these (about 25 each) over the weekend of September 23-25. These tests must not be marked on. To be exempted from 110, a student must achieve 70% mastery on the sentence combining/usage section and 4,4,4,4,4 on the essay.

B. The classes
   1. PSI and regular classes will both use the same material (Hart/Heim--Modules--available in the Univ. Bookstore.
   2. PSI and regular classes must require all students to do all Exercise A's and all other exercises where they are not designated A and B.
   3. All students must take the mastery quizzes, and these must be given in class. All other work may be done at home or in class.

4. All students must take the Proficiency Exam, but they must pass 7/9 Mastery Quizzes to pass the course.
5. PSI classes will have Anita in class every day.
6. In PSI classes there must be no lectures or presentation to the class as a group; in regular classes the text material must be presented and explained to the class as a whole. Students may do exercises orally in class or for homework.
7. In PSI classes students will take the mastery quizzes as they finish each module and may not progress to the next module until they pass the quiz; in regular classes students will take the mastery quizzes as a class when the teacher finishes each module and may progress to the next module even if they have not passed the quiz. (See #4)
8. In PSI classes both the Post Tests and the Mastery Quizzes must be evaluated; other work needs only to be checked over. In regular classes only the Mastery Quizzes must be evaluated; instructors may "spot evaluate" homework assignments but they must collect and record all assigned work since the work must be done if the student is to pass the course.

C. Proficiency Exam--The proficiency exam will be similar in form and content to the pretest.

Objectives - English 110

The purpose of English 110 is to get the student ready for English 111. It is not to get the student ready for English 112. Students should concentrate mainly on the sentence and its elements. Sentences should be combined to form clear, unified paragraphs, which can eventually be combined into full-length essays. Students should probably begin writing paragraphs which are essentially body paragraphs for a theme. They should learn to introduce a set of body paragraphs and to conclude. Students should probably not write a full-length essay until the eighth week of class.

I. Awareness of Audience
Students should learn
1. to be aware of the audience and to consider the audience as they write
2. to understand the concept of semiformal style
3. to keep tenses and point of view consistent

II. Organization and Development
Students should learn
1. to limit a topic so that it is of suitable scope for one paragraph
2. to write clear topic sentences for paragraphs
3. to organize the information within a paragraph in a way that is appropriate to the purpose of the paragraph
4. to achieve coherence within paragraphs
5. to develop the main idea in a paragraph by using specific examples
6. to write a clear thesis and plan for an essay on a personal experience topic
7. to introduce the thesis in an engaging manner
8. to develop the thesis in at least two well-developed body paragraphs
9. to conclude the essay appropriately
10. to use adequate transitions between paragraphs
11. to achieve coherence and unity in the essay as a whole

III. Mechanics, Standard English Usage, Manuscript Form
Students should learn
1. to use proper punctuation
2. to spell words correctly
3. to use the appropriate verb and auxiliary forms
4. to use the appropriate noun and pronoun forms
5. to use the appropriate adjective and adverb forms
6. to make subjects and verbs agree
7. to make pronouns agree with their antecedents
8. to make pronouns refer clearly to the appropriate referent
9. to use standard manuscript conventions

IV. Sentence Structure
Students should learn
1. to write sentences which conform to conventional English structure
2. to avoid sentence fragments
3. to avoid run-on sentences and comma splices
4. to write clear meaningful sentences which are not awkward
5. to combine kernel sentences in various ways
6. to vary the sentence structure within a paragraph or an essay

V. Word Choice
Students should learn
1. to choose words that are appropriate to the audience that they are addressing
2. to use the most precise word whenever possible
3. to use words appropriately with respect to denotation and connotation

Objectives - English 110

The Proficiency Exam for English 110 consists of two parts: Part I contains sentence combining and usage exercises; Part II is an expository essay on an easily organized personal experience topic.

Students must achieve a score of 70% on Part I and rubric scores of 4,4,4,4,4 on Part II to pass the Proficiency Exam.

APPENDIX C

INSTRUCTIONAL RUBRIC

In a composition course you are regularly writing prose which will generally be read by an audience of one. Despite all we can say about writing to "an audience of peers" or to the "general audience" the fact remains, doesn't it, that your teacher is the usual audience of your work? Now teachers have to be a bit like actors when they read student writing; they must pretend to be a "general audience." Composition teachers will respond to your writing in a way unlike the general reader, however, despite being fine actors. As Frederick Crews has pointed out, your teachers will keep on reading and keep on commenting even when they are bored. No other readers you'll ever have will keep on reading and keep on trying to help you write better even when they're bored or tired or distracted, so there is terrific irony in "giving teachers what they want." Giving teachers "what they want" is not giving them what they want at all. Teachers (or "general readers" for that matter) don't want phoney, empty, boring, dull, cliched formula papers. They want essays. They want interesting prose which appears to have been written by real persons about subjects in which they are genuinely interested. The way you write, the tone you use, the interest you generate can make even small ideas interesting, but no subject under the sun will appear interesting if the prose used to discuss it is boring.

No writers but the very best and most experienced can write short essays about "Friendship" or "Love" or "Death" and make them universal, touching, accurate, and effective. But if you write about your best friend, about your feelings regarding a love relationship, or about what you honestly feel about death, abortion, or the legalization of marijuana, you can write effective papers on these subjects.

Avoid tired, trite old expressions which have lost their effectiveness. Most of us have never seen a person "running around like a chicken with its head cut off," and many of us think that however it is that roses smell they don't smell "sweet." You know what you think and feel: your job in an essay is to tell us and show us as exactly as you can how you feel and what you think.

Good essays are persuasive. A good essay may not make your readers change their minds, but it should challenge them to rethink the positions they hold on the subject. To be effectively persuasive you must take on the role a good salesperson uses: decide ahead of time that what you have to say is interesting and worth your and your readers' time and effort; size up your audience so you can say what's most likely to be effective; be considerate of your readers and show them that consideration by telling them what they need to know in a way that will hold their attention. Slang, profanity, and jargon will seldom be effective.

A mechanically proficient paper which has standard usages, appropriate and effective word choice, and adequate sentence structure and variety will serve many purposes: memos, business letters, reports, research papers, committee minutes, and examinations. But to be really effective your writing should have some zip, some pizazz, some class. Bad writing calls attention to itself because it's clumsy or unintentionally funny. Good writing is memorable. It's interesting.

The following rubric will be used in evaluating the compositions that you write. Each paper will be evaluated in five main areas: I--Awareness of Audience; II--Organization and Development; III--Mechanics, Standard English Usage, and Manuscript Form; IV--Sentence Structure; V--Word Choice.

When your instructor evaluates your paper, he/she will assign you a score which reflects his/her judgment of your performance in each of these five areas. The scores in each area range from 1, the weakest achievement, to 7, the strongest achievement. The purpose of this type of evaluation is to help you see your strengths and weaknesses within each area and to steer you toward more intensive work in the areas where you are weak. Your instructor will make appropriate comments on your compositions to help you improve.

IMPORTANT

Do not expect your first three or four papers to receive passing scores. Perhaps you will not write a passing paper until as late as the sixth or even the

seventh week. Try not to become discouraged since achieving proficiency is the end goal of the course. As long as you are progressing satisfactorily toward this goal, you should be able to reach it by the end of the course.

I. Awareness of Audience

A. Your tone is appropriate for the audience that you are addressing. YES NO

B. Your tone is consistent throughout the essay and helps to emphasize and support the development of your thesis. YES NO

C. You have kept the point of view consistent--shifting pronouns and/or verb tenses only where such a shift is logical and necessary. YES NO

Scores

7=all yes and all areas are much better than adequate
6=all yes and most areas are better than adequate
5=all yes
4=most yes (1 area no)
3=2 areas no
2=3 areas no
1=3 areas no

} You are weak in this area; see your instructor for help and/or go to the Writing Laboratory.

II. Organization and Development

A. Organization

1. Your essay has a clear thesis (controlling idea or centralized purpose) which is either stated or implied. YES NO
2. Your thesis is appropriately limited with respect to the topic. YES NO
3. Your method of organization is appropriate to the purpose of your paper. YES NO
4. There are adequate transitions between the paragraphs. YES NO
5. The main idea within each paragraph progresses in a coherent fashion. YES NO
6. Ideas presented in the essay progress in a coherent fashion. YES NO
7. Your thesis, controlling, idea, centralized purpose is adequately introduced. YES NO
8. Your essay is concluded adequately. YES NO

B. Development

1. The ideas in support of the thesis are adequately explained. YES NO
2. The ideas in support of the thesis are adequately illustrated. YES NO
3. Arguments in support of the thesis are logically presented. YES NO

Scores

7=all yes and all areas much better than adequate
6=all yes and most areas (at least seven) better than adequate
5=all yes
4=most yes (1 to 2 areas no)
3=3 to 4 areas no
2=5 to 6 areas no
1=greater than 6 areas no

} You are weak in this area; see your instructor for help and/or go to the Writing Laboratory for help.

III. Mechanics, Standard English Usage, Manuscript Form

A. Mechanics

1. There are errors in punctuation (commas, periods, semicolons, colons, apostrophes, quotation conventions, hyphens, dashes, capitalization). YES NO
2. There are spelling errors (homonyms, others). YES NO

B. Standard English Usage

1. There are errors in verb and auxiliary forms. YES NO
2. There are errors in noun and/or pronoun forms. YES NO
3. There are errors in adjective and adverb forms. YES NO
4. There are errors in subject-verb agreement. YES NO
5. There are errors in pronoun-antecedent agreement and/or unclear referents. YES NO

C. Manuscript Form

1. There are errors in manuscript form. YES NO
2. There are errors in footnote form. YES NO
3. There are errors in bibliography form. YES NO

Scores

7=no more than 1 error in the entire essay.
6=2 or 3 different errors in the entire essay.
5=4 or 5 different errors in the entire essay.
4=6 to 8 different errors in the entire essay.
3=9 to 11 different errors in the entire essay.
2=12 to 15 different errors in the entire essay.
1=more than 15 different errors in the entire essay.

} You are weak in this area; see your instructor for help and/or go to the Writing Laboratory for help.

IV. Sentence Structure

A. Major Sentence Errors

1. Your essay contains sentences that do not conform to conventional English structures. YES NO
2. Your essay contains inappropriate, ineffective sentence fragments. YES NO
3. Your essay contains run-on sentences. YES NO

B. Serious Sentence Errors

1. Your essay contains comma splices. YES NO
2. Your essay contains unclear and/or awkward sentences. YES NO
3. Your essay contains sentences in which compound and complex structures are not adequately and logically controlled. YES NO

C. Style

1. Your sentences are adequately varied. YES NO
2. Your sentence structure helps to emphasize and support the development of your thesis. YES NO

Scores

7=There are no major or serious sentence errors and sentence variety is much better than adequate.
6=There are no major or serious sentence errors and sentence variety is better than adequate.
5=There are no more than one major sentence error or no more than three serious sentence errors, and sentence variety is adequate.
4=There are no more than two major sentence errors or no more than four serious sentence errors, and/or sentence variety is barely adequate.
3=There are no more than three major sentence errors or no more than six serious sentence errors.
2=There are no more than four major sentence errors or no more than eight serious sentence errors.
1=There are more than four major sentence errors or more than eight serious sentence errors.

} You are weak in this area; see your instructor and/or go to the Writing Laboratory for help.

V. Word Choice

A. Your word choice is generally appropriate for the audience that you are addressing. YES NO

B. Your word choice is generally precise.

1. Vagueness is avoided. YES NO
2. Overused expressions are avoided. YES NO
3. Wordiness and/or repetitious word choice is avoided. YES NO

C. You have used words appropriately with respect to denotation and connotation (no more than three words are used incorrectly). YES NO

D. Your word choice and imagery are clear and effective and contribute to the development of your thesis. YES NO

Scores

7=All yes and all areas are much better than adequate.
6=All yes and most areas are better than adequate.
5=All areas yes.
4=1 or 2 areas no.
3=3 or 4 areas no.
2=5 areas no.
1=More than 5 areas no.

} You are weak in this area; see your instructor and/or go to the Writing Laboratory for help.

Instructional Rubric Grid

I. Awareness of Audience
- A. Your tone is appropriate for the audience that you are addressing. YES NO
- B. Your tone is consistent throughout the essay and helps to emphasize and support the development of your thesis. (27c,d) YES NO
- C. You have kept the point of view consistent--shifting pronouns and/or verb tenses only where such a shift is logical and necessary. (27a,b,e; 7d) SCORE____ YES NO

II. Organization and Development
- A. Organization
  1. Your essay has a clear thesis (controlling idea or centralized purpose) which is either stated or implied. (32a) YES NO
  2. Your thesis is appropriately limited with respect to the topic. (32a) YES NO
  3. Your method of organization is appropriate to the purpose of your paper. (32b-e,g) YES NO
  4. There are adequate transitions between the paragraphs. (31b) YES NO
  5. The main idea within each paragraph progresses in a coherent fashion. (31b) YES NO
  6. Ideas presented in the essay progress in a coherent fashion. (32d,e) YES NO
  7. Your thesis is adequately introduced. (32g) YES NO
  8. Your essay is concluded adequately. (32g) YES NO
- B. Development
  1. The ideas in support of the thesis are adequately explained. (31c,d) YES NO
  2. The ideas in support of the thesis are adequately illustrated and/or argued through the use of specific examples. (31c,d) YES NO
  3. Arguments in support of the thesis are logically presented. (31c,d; 23a-d) SCORE____ YES NO

III. Mechanics, Standard English Usage, Manuscript Form
- A. Mechanics
  1. There are errors in punctuation (commas, periods, semicolons, colons, apostrophes, quotation conventions, hyphens,dashes, capitalization.)(9,12,13,14,15b,16,17,18f) YES NO
  2. There are spelling errors (homonyms, others). (18) YES NO
- B. Standard English Usage
  1. There are errors in verb and auxiliary forms. (7a-c; 1a) YES NO
  2. There are errors in noun and/or pronoun forms. (1b,c; 5) YES NO
  3. There are errors in adjective and adverb forms. (1c; 4) YES NO
  4. There are errors in subject-verb agreement. (6a) YES NO
  5. There are errors in pronoun-antecedent agreement and/or unclear referents. (6b; 28) YES NO
- C. Manuscript form
  1. There are errors in manuscript form. (8) YES NO
  2. There are errors in footnote form. (33e) YES NO
  3. There are errors in bibliography form. (33b) SCORE____ YES NO

IV. Sentence Structure
- A. Major sentence errors
  1. Your essay contains sentences that do not conform to conventional English structures. YES NO
  2. Your essay contains inappropriate, ineffective sentence fragments. (2) YES NO
  3. Your essay contains run-on sentences. (3) YES NO
- B. Serious sentence errors
  1. Your essay contains comma splices. (3) YES NO
  2. Your essay contains vague, unclear, and/or awkward sentences. (1; 22a-c; 23b,c; 25a,b; 26a-d) YES NO
  3. Your essay contains sentences in which compound and complex structures are not adequately and logically controlled. (23a,b ; 24a-c) YES NO
- C. Style
  1. Your sentences are adequately varied. (24a,b; 30a-e) YES NO
  2. Your sentence structure helps to emphasize and support the development of your thesis. (29a-h)SCORE____ YES NO

V. Word Choice
- A. Your word choice is generally appropriate for the audience that you are addressing. (19b-h) YES NO
- B. Your word choice is generally precise.
  1. Vagueness is avoided. (20a) YES NO
  2. Overused expressions are avoided. (20c) YES NO
  3. Wordiness and/or repetitious word choice is avoided. (21a-c) YES NO
- C. You have used words appropriately with respect to denotation and connotation (no more than three words are used incorrectly).(19a,i; 20a,b) YES NO
- D. Your word choice and imagery are clear and effective and contribute to the development of your thesis. (20a)SCORE____ YES NO

PRETEST - 110

PART I - Sentence Combining

Combine the short sentences in each group into <u>two</u> <u>different</u> sentences.

1. The man was reading a book.
2. The man was fat.
3. The man was on a park bench.

Combine

OR

1. The cat meowed.
2. The cat was wet.
3. The cat was hungry.

Combine

OR

1. We read our assignments.
2. We wrote our essays.

Combine

OR

1. The baby was crying.
2. The baby dropped his rattle.
3. The baby was hungry.

Combine

OR

1. Something is funny.
2. Ralph asked a question.

Combine

OR

1. Something angered me.
2. He mumbled.

Combine

OR

1. Ethel adored the ring.
2. Arthur bought the ring.

Combine

OR

1. Betty saw Linda.
2. Linda laughed about her good fortune.

Combine

OR

PART II - Usage

Use each of the words below correctly in a sentence of your own. Try to make your sentences as interesting and informative as possible.

1. there _____

_____

2. writing _____

_____

3. bragged _____

_____

4. drives _____

_____

5. went _____

_____

6. Carol's _____

_____

7. would _____

_____

8. its _____

_____

9. teachers' _____

_____

10. seen _____

_____

11. too _____

_____

12. used to _____

_____

13. done _____

_____

PART III - The Essay

Read the following topics and their directions carefully. Choose one of the two topics and write your essay in your bluebook.

TOPIC 1

All of us have had experiences in our lives that we remember vividly. These experiences may be pleasant, unpleasant, embarrassing, upsetting, laughable, educational, frightening, etc. Think for a few minutes about the memorable experiences that you've had and decide which one you'd most like to recreate for your reader.

Then

1. Write a thesis statement which explains the main idea that you want to get across to your reader about your memorable experience.
2. Try to introduce your thesis statement in an interesting way.
3. In the body of your essay describe the experience as fully and completely as possible. Make your reader see what you saw, hear what you heard, feel what you felt, etc.
4. Try to conclude your essay by restating your thesis in different words and by explaining what you learned from the experience.
5. Proofread your essay carefully before you hand it in.

TOPIC 2

All of us have hoped at one time or another that someone would give us a large sum of money so that we could buy some of the things we've always wanted. Imagine that someone has offered to give you $50,000 tax free. Think for a few minutes about the two, three, or four items that you would buy with the money.

Then

1. Write a thesis statement which explains what items you will buy.
2. Try to introduce your thesis statement in an interesting way.
3. In the body of your essay describe each item as specifically as possible and explain why you would buy it.
4. Try to conclude your essay by restating your thesis in different words.
5. Proofread your essay carefully before you hand it in.

APPENDIX E

PROFICIENCY EXAM - 110

PART I - Sentence Combining

Combine the short sentences in each group into <u>two</u> <u>different</u> sentences.

1. The boy was eating an apple.
2. The apple was rotten.
3. The apple was green.
4. The boy was under the tree.

Combine

_____

_____

OR

_____

_____

1. The giraffe tripped.
2. The giraffe fell.
3. The giraffe was pitiful.
4. The giraffe was young.

Combine

_____

_____

OR

_____

_____

1. The teacher read the directions.
2. We began the exam.
3. The directions were confusing.

Combine

_____

_____

OR

_____

_____

1. The puppy was yelping.
2. The puppy fell off the porch.
3. The puppy was frightened.

Combine

_____

_____

OR

1. Something is cruel.
2. Bill mocked the teacher.

Combine

OR

1. The monkey scratched his head.
2. The monkey rubbed his belly.
3. The monkey was brown.
4. His head was bald.
5. His belly was fat.

Combine

OR

1. Henry Creepo stole the car.
2. Frank Friendly won the car.
3. The car was new.
4. The car was yellow.

Combine

OR

1. Regina won the contest.
2. Lynn congratualted Regina.
3. The contest was difficult.

Combine

OR

PART II - Usage

Use each of the words below correctly in a sentence of your own. Try to make your sentences as interesting and informative as possible.

1. their
2. lead
3. passed
4. set
5. took
6. Wallace's
7. accept
8. your
9. coaches'
10. written
11. too
12. supposed to
13. lay

PART III - The Essay

Read the following topics and their directions carefully. Choose one of the two topics and write your essay in your bluebook.

TOPIC 1

All of us have had experiences in our lives that we remember vividly. These experiences may be pleasant, unpleasant, embarrassing, upsetting, laughable, educational, frightening, etc. Think for a few minutes about the memorable experiences that you've had and decide which one you'd most like to recreate for your reader.

Then

1. Write a thesis statement which explains the main idea that you want to get across to your reader about your memorable experience.
2. Try to introduce your thesis statement in an interesting way.
3. In the body of your essay describe the experience as fully and completely as possible. Make your reader see what you saw, hear what you heard, feel what you felt, etc.
4. Try to conclude your essay by restating your thesis in different words and by explaining what you learned from the experience.
5. Proofread your essay carefully before you hand it in.

TOPIC 2

All of us have hoped at one time or another that someone would give us a large sum of money so that we could buy some of the things we've always wanted. Imagine that someone has offered to give you $50,000 tax free. Think for a few minutes about the two, three, or four items that you would but with the money.

Then

1. Write a thesis statement which explains what items you will buy.
2. Try to introduce your thesis statement in an interesting way.
3. In the body of your essay describe each item as specifically as possible and explain why you would buy it.
4. Try to conclude your essay by restating your thesis in different words.
5. Proofread your essay carefully before you hand it in.

APPENDIX F

Name _____ Number _____

Pretest _____ Proficiency _____

Total number of words _____
Total number of sentences _____
Total number of T-units _____
Total number of Words/T-unit _____

THE GRID

Grammar/Mechancis: Total number

I Pronoun: agr

form

II Verb: ed Ø (past)

ed Ø (past part.)

form (past)

form (past part.)

S-V agr

Third pers. sing S Ø

(aux Ø, order)

Compound tense forma:

Completive Aspect w/done

Remote Aspect w/been

Tense misusage

III BE: Invar

-Deletion

Form

IV Double/Multiple Negative

V Negative Aux Preposing

VI Homonym (there/their)

VII Spelling

VIII Noun: plural S Ø

plural form

poss S Ø

IX Other

APPENDIX G

Name _____ Number 57

Syntax: Total number

(That's the dog bit me)
I Subject rel. pronoun

(He gave me a pen which he knows I don't use pens.)
II Assoc. use of which

Quest. inversion-indirect

Expletive it (not there)

Fragment: adverb clause

-ING

Other

Other

splice
Run-on Sentences: comma

Misused Conj.

No comma

other

-ING phrase

Parallelism

Misplaced Mod. Phrase

Other

ANOVA TABLES
1-14

ANOVA Table 1

Dependent Variable: Word Differences

SOURCE	SS	df	MS	F Value
Model	722662.13	7	103237.45	3.88
Group	1960.80	1	1960.80	.07
Pretest Topic	524633.85	1	524633.85	19.74***
Posttest Topic	14689.95	1	14689.95	.55
Group x Pretest Topic	11636.05	1	11636.05	.44
Group x Posttest Topic	34961.29	1	34961.29	1.32
Pretest Topic x Posttest Topic	912.61	1	912.61	.03
Group x Pretest Topic x Posttest Topic	90356.85	1	90356.85	3.40
Error	2445100.78	92	26577.18	
TOTAL	3167762.91	99		

*** Significant at .0001 level

ANOVA Table 2

Dependent Variable: Word/T-Unit Difference

SOURCE	SS	df	MS	F Value
Model	178.70	7	25.53	3.06
Group	.44	1	.44	.05
Pretest Topic	10.31	1	10.31	1.24
Posttest Topic	131.30	1	131.30	15.76***
Group x Pretest Topic	27.64	1	27.64	3.32
Group x Posttest Topic	9.37	1	9.37	1.12
Pretest Topic x Posttest Topic	14.29	1	14.29	1.72
Group x Pretest Topic x Posttest Topic	1.85	1	1.85	.22
Error	766.45	92	8.33	
TOTAL	945.15	99		

*** Significant at .0001 level

ANOVA Table 3

Dependent Variable: Rubric 1 Differences

SOURCE	SS	df	MS	F Value
Model	1.68	7	.24	.71
Group	.12	1	.12	.36
Pretest Topic	.08	1	.08	.24
Posttest Topic	.03	1	.03	.10
Group x Pretest Topic	.30	1	.30	.82
Group x Posttest Topic	.64	1	.64	1.88
Pretest Topic x Posttest Topic	.19	1	.19	.55
Group x Pretest Topic x Posttest Topic	.17	1	.17	.49
Error	31.26	92	.34	
TOTAL	32.94	99		

ANOVA Table 4

Dependent Variable: Rubric 2 Differences

SOURCE	SS	df	MS	F Value
Model	16.80	7	2.4	.95
Group	9.61	1	9.61	3.81
Pretest Topic	.06	1	.06	.02
Posttest Topic	.99	1	.99	.39
Group x Pretest Topic	4.03	1	4.03	1.59
Group x Posttest Topic	1.86	1	1.86	.74
Pretest Topic x Posttest Topic	.69	1	.69	.27
Group x Pretest Topic x Posttest Topic	.07	1	.07	.03
Error	232.44	92	2.53	
TOTAL	249.24	99		

ANOVA Table 5

Dependent Variable: Rubric 3 Differences

SOURCE	SS	df	MS	F Value
Model	43.10	7	6.16	2.44
Group	1.60	1	1.60	.64
Pretest Topic	12.55	1	12.55	4.98
Posttest Topic	13.40	1	13.40	5.31
Group x Pretest Topic	.66	1	.66	.26
Group x Posttest Topic	.80	1	.80	.32
Pretest Topic x Posttest Topic	4.09	1	4.09	1.62
Group x Pretest Topic x Posttest Topic	3.32	1	3.32	1.32
Error	231.96	92	2.52	
TOTAL	275.06	99		

ANOVA Table 6

Dependent Variable: Rubric 4 Differences

SOURCE	SS	df	MS	F Value
Model	25.83	7	3.69	1.60
Group	5.61	1	5.61	2.43
Pretest Topic	.45	1	.45	.20
Posttest Topic	7.44	1	7.44	3.23
Group x Pretest Topic	1.78	1	1.78	.77
Group x Posttest Topic	.27	1	.27	.12
Pretest Topic x Posttest Topic	.03	1	.03	.01
Group x Pretest Topic x Posttest Topic	11.40	1	11.40	4.94
Error	212.10	92	2.31	
TOTAL	237.93	99		

ANOVA Table 7

Dependent Variable: Rubric 5 Differences

SOURCE	SS	df	MS	F Value
Model	2.40	7	.34	.65
Group	.03	1	.03	.05
Pretest Topic	.24	1	.24	.46
Posttest Topic	.19	1	.19	.36
Group x Pretest Topic	.05	1	.05	.10
Group x Posttest Topic	1.21	1	1.21	2.31
Pretest Topic x Posttest Topic	.17	1	.17	.33
Group x Pretest Topic x Posttest Topic	.20	1	.20	.38
Error	48.29	92	.52	
TOTAL	50.69	99		

ANOVA Table 8

Dependent Variable: Objective Test Score Differences

SOURCE	SS	df	MS	F Value
Model	385.75	7	55.11	.46
Group	11.52	1	11.52	.30
Pretest Topic	.00	1	.00	.00
Posttest Topic	151.75	1	151.75	4.01
Group x Pretest Topic	74.32	1	74.32	1.97
Group x Posttest Topic	30.13	1	30.13	.80
Pretest Topic x Posttest Topic	.84	1	.84	.02
Group x Pretest Topic x Posttest Topic	97.50	1	97.50	2.58
Error	3479.00	92	37.82	
TOTAL	3864.75	99		

ANOVA Table 9

Dependent Variable: Mean Subordinate Clause Length

SOURCE	SS	df	MS	F Value
Model	42.21	7	6.03	2.16
Group	.99	1	.99	.35
Pretest Topic	8.98	1	8.98	3.21
Posttest Topic	26.52	1	26.52	9.48*
Group x Pretest Topic	.43	1	.43	.15
Group x Posttest Topic	.01	1	.01	.01
Pretest Topic x Posttest Topic	.22	1	.22	.08
Group x Pretest Topic x Posttest Topic	.00	1	.00	.00
Error	257.30	92	2.80	
TOTAL	299.51	99		

* Significant at .01 level

ANOVA Table 10

Dependent Variable: Prepositional Phrases/100 Word Differences

SOURCE	SS	df	MS	F Value
Model	22.79	7	3.26	.63
Group	5.01	1	5.01	.98
Pretest Topic	8.56	1	8.56	1.67
Posttest Topic	2.65	1	2.65	.52
Group x Pretest Topic	.06	1	.06	.01
Group x Posttest Topic	1.42	1	1.42	.28
Pretest Topic x Posttest Topic	1.81	1	1.81	.35
Group x Pretest Topic x Posttest Topic	3.67	1	3.67	.72
Error	472.09	92	5.13	
TOTAL	494.88	99		

ANOVA Table 11

Dependent Variable: Adverbs of Time/100 Word Differences

SOURCE	SS	df	MS	F Value
Model	50.30	7	7.19	5.37
Group	10.37	1	10.37	7.75*
Pretest Topic	13.15	1	13.15	9.83*
Posttest Topic	15.20	1	15.20	11.37*
Group x Pretest Topic	.21	1	.21	.16
Group x Posttest Topic	.12	1	.12	.09
Pretest Topic x Posttest Topic	.08	1	.08	.06
Group x Pretest Topic x Posttest Topic	1.18	1	1.18	.88
Error	123.01	92	1.34	
TOTAL	173.31	99		

* Significant at .01 level

ANOVA Table 12

Dependent Variable:
Gerunds, Participles and Absolutes/100 Word Differences

SOURCE	SS	df	MS	F Value
Model	280.84	7	40.12	11.71
Group	.19	1	.19	.05
Pretest Topic	96.11	1	96.11	28.05***
Posttest Topic	101.56	1	101.56	29.64***
Group x Pretest Topic	.00	1	.00	.00
Group x Posttest Topic	.50	1	.50	.15
Pretest Topic x Posttest Topic	32.59	1	32.59	9.51*
Group x Pretest Topic x Posttest Topic	1.16	1	1.16	.34
Error	315.21	92	3.43	
TOTAL	596.05	99		

* Significant at .01 level

*** Significant at .0001 level

ANOVA Table 13

Dependent Variable: Syntactical Errors/100 Word Differences

SOURCE	SS	df	MS	F Value
Model	2.95	7	.42	.56
Group	1.15	1	1.15	1.53
Pretest Topic	.60	1	.60	.79
Posttest Topic	.66	1	.66	.88
Group x Pretest Topic	.05	1	.05	.06
Group x Posttest Topic	.12	1	.12	.15
Pretest Topic x Posttest Topic	.00	1	.00	.01
Group x Pretest Topic x Posttest Topic	.09	1	.09	.12
Error	69.40	92	.75	
TOTAL	72.35	99		

ANOVA Table 14

Dependent Variable: Mechanics-Usage Errors/100 Words

SOURCE	SS	df	MS	F Value
Model	15.52	7	2.22	.61
Group	1.11	1	1.11	.30
Pretest Topic	.01	1	.01	.00
Posttest Topic	.15	1	.15	.04
Group x Pretest Topic	1.71	1	1.71	.47
Group x Posttest Topic	4.07	1	4.07	1.11
Pretest Topic x Posttest Topic	5.14	1	5.14	1.41
Group x Pretest Topic x Posttest Topic	.49	1	.49	.14
Error	336.18	92	3.65	
TOTAL	351.70	99		

APPENDIX I

Tables A1-A4
for MEANS, STANDARD DEVIATIONS and T- Values
for PRE/POST TEST DIFFERENCES

Table A1

Variable	Sample Size	Mean	Standard Deviation	t
Pre/Post Test Differences for Rubric 1	100	.16	.58	2.77*
Pre/Post Test Differences for Rubric 2	100	.74	1.57	4.66***
Pre/Post Test Differences for Rubric 3	100	.62	1.67	3.72**
Pre/Post Test Differences for Rubric 4	100	.87	1.55	5.58***
Pre/Post Test Differences for Rubric 5	100	.23	.72	3.14*
Objective Test Score Differences	100	3.95	6.25	6.32***
Number of Prepositions/ 100 Word Differences	100	- .28	2.24	-1.26
Syntactic Errors/ 100 Word Differences	100	- .55	.85	-6.44***
Mechanics-Usage/ 100 Word Differences	100	-1.30	1.88	-6.89***

* Significant at .01 level
** Significant at .001 level
*** Significant at .0001 level

Table A2

Pretest Topic	Variable	Sample Size	Mean	Standard Deviation	t
Narrative	Word Total Difference	60	82.97	148.89	4.35***
Descriptive	Word Total Difference	40	236.88	183.19	8.18***

*** Significant at .0001 level

Table A3

Post Test Topic	Variable	Sample Size	Mean	Standard Deviation	t
Narrative	Words/T-Unit Difference	55	.17	3.10	.41
	Mean Sub-ordinate Clause Length	55	- .35	1.73	-1.51
Descriptive	Words/T-Unit Difference	45	2.27	2.68	5.69***
	Mean Sub-ordinate Clause Length	45	.77	1.55	3.34*

* Significant at the .01 level
*** Significant at the .0001 level

Table A4

Pretest Topic	Post Test Topic	Variable	Sample Size	Mean	Standard Deviation	t
Narrative	Narrative	Adverbs of Time/100 Words	31	.14	1.06	.78
		Gerunds, Participles and Absolutes /100 Words	31	.80	1.87	2.38
Narrative	Descriptive	Adverbs of Time/100 Words	29	- .85	1.39	-3.28*
		Gerunds, Participles and Absolutes /100 Words	29	-2.52	2.11	-6.44***
Descriptive	Narrative	Adverbs of Time/100 Words	24	.79	1.12	3.45*
		Gerunds, Participles and Absolutes /100 Words	24	1.66	1.75	4.64***
Descriptive	Descriptive	Adverbs of Time/100 Words	16	.06	1.16	.20
		Gerunds, Participles and Absolutes /100 Words	16	.77	1.09	2.84

* Significant at the .01 level
*** Significant at the .0001 level

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